



# OSCQR Course Design Review

## OLC Quality Scorecard Suite: OSCQR 3.1

Need ideas? Click on a standard below for explanations and examples from <https://OSCQR.suny.edu>

Sufficiently  
Present

Minor  
Revision

Moderate  
Revision

Major  
Revision

Not  
Applicable

Action Plan

Estimated time needed for revision:

1/2 hour or less

1/2-2 hours

2+ hours

| 1. COURSE OVERVIEW AND INFORMATION |                                                                                                                                                                                          |  |  |  |  |  |  |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 1.                                 | Course includes Welcome and Getting Started content.                                                                                                                                     |  |  |  |  |  |  |
| 2.                                 | An orientation or overview is provided for the course overall, as well as in each module. Learners know how to navigate and what tasks are due.                                          |  |  |  |  |  |  |
| 3.                                 | Course includes a Course Information area that deconstructs the syllabus for learners in a clear and navigable way.                                                                      |  |  |  |  |  |  |
| 4.                                 | A printable syllabus is available to learners (PDF, HTML).                                                                                                                               |  |  |  |  |  |  |
| 5.                                 | Course includes links to relevant campus policies on plagiarism, computer use, filing grievances, accommodating disabilities, etc.                                                       |  |  |  |  |  |  |
| 6.                                 | Course provides access to learner success resources (technical help, orientation, tutoring).                                                                                             |  |  |  |  |  |  |
| 7.                                 | Course information states whether the course is fully online, blended, or web- enhanced.                                                                                                 |  |  |  |  |  |  |
| 8.                                 | Appropriate methods and devices for accessing and participating in the course are communicated (mobile, publisher websites, secure content, pop-ups, browser issue, microphone, webcam). |  |  |  |  |  |  |
| 9.                                 | Course objectives/outcomes are clearly defined, measurable, and aligned to learning activities and assessments.                                                                          |  |  |  |  |  |  |
| 10.                                | Course provides contact information for instructor, department, and program.                                                                                                             |  |  |  |  |  |  |



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| 2. COURSE TECHNOLOGY & TOOLS |                                                                                                                                                                     |  |  |  |  |  |  |
|------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 11.                          | Requisite skills for using technology tools (websites, software, and hardware) are clearly stated and supported with resources.                                     |  |  |  |  |  |  |
| 12.                          | Technical skills required for participation in course learning activities scaffold in a timely manner (orientation, practice, and application - where appropriate). |  |  |  |  |  |  |
| 13.                          | Frequently used technology tools are easily accessed. Any tools not being utilized are removed from the course menu.                                                |  |  |  |  |  |  |
| 14.                          | Course includes links to privacy policies for technology tools.                                                                                                     |  |  |  |  |  |  |
| 15.                          | Any technology tools meet accessibility standards.                                                                                                                  |  |  |  |  |  |  |

| 3. DESIGN AND LAYOUT |                                                                                                                                                                                                  |  |  |  |  |  |  |
|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 16.                  | A logical, consistent, and uncluttered layout is established. The course is easy to navigate (consistent color scheme and icon layout, related content organized together, self-evident titles). |  |  |  |  |  |  |
| 17.                  | Large blocks of information are divided into manageable sections with ample white space around and between the blocks.                                                                           |  |  |  |  |  |  |
| 18.                  | There is enough contrast between text and background for the content to be easily viewed.                                                                                                        |  |  |  |  |  |  |
| 19.                  | Instructions are provided and well written.                                                                                                                                                      |  |  |  |  |  |  |
| 20.                  | Course is free of grammatical and spelling errors.                                                                                                                                               |  |  |  |  |  |  |
| 21.                  | Text is formatted with titles, headings, and other styles to enhance readability and improve the structure of the document.                                                                      |  |  |  |  |  |  |
| 22.                  | Flashing and blinking text are avoided.                                                                                                                                                          |  |  |  |  |  |  |
| 23.                  | A sans-serif font with a standard size of at least 12 pt is used.                                                                                                                                |  |  |  |  |  |  |
| 24.                  | When possible, information is displayed in a linear format instead of as a table.                                                                                                                |  |  |  |  |  |  |
| 25.                  | Tables are accompanied by a title and summary description.                                                                                                                                       |  |  |  |  |  |  |
| 26.                  | Table header rows and columns are assigned.                                                                                                                                                      |  |  |  |  |  |  |
| 27.                  | Slideshows use a predefined slide layout and include unique slide titles.                                                                                                                        |  |  |  |  |  |  |
| 28.                  | For all slideshows, there are simple, non-automatic transitions between slides.                                                                                                                  |  |  |  |  |  |  |



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| 4. CONTENT AND ACTIVITIES |                                                                                                                                                                                   |  |  |  |  |  |  |
|---------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 29.                       | Course offers access to a variety of engaging resources that facilitate communication and collaboration, deliver content, and support learning and engagement.                    |  |  |  |  |  |  |
| 30.                       | Course provides activities for learners to develop higher-order thinking and problem-solving skills, such as critical reflection and analysis.                                    |  |  |  |  |  |  |
| 31.                       | Course provides activities that emulate real world applications of the discipline, such as experiential learning, case studies, and problem-based activities.                     |  |  |  |  |  |  |
| 32.                       | Where available, Open Educational Resources, free, or low cost materials are used.                                                                                                |  |  |  |  |  |  |
| 33.                       | Course materials and resources include copyright and licensing status, clearly stating permission to share where applicable.                                                      |  |  |  |  |  |  |
| 34.                       | Text content is available in an easily accessed format, preferably HTML. All text content is readable by assistive technology, including a PDF or any text contained in an image. |  |  |  |  |  |  |
| 35.                       | A text equivalent for every non-text element is provided ("alt" tags, captions, transcripts, etc.).                                                                               |  |  |  |  |  |  |
| 36.                       | Text, graphics, and images are understandable when viewed without color. Text should be used as a primary method for delivering information.                                      |  |  |  |  |  |  |
| 37.                       | Hyperlink text is descriptive and makes sense when out of context (avoid using "click here").                                                                                     |  |  |  |  |  |  |

| 5. INTERACTION |                                                                                                                                                                                                                                                              |  |  |  |  |  |  |
|----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 38.            | Expectations for timely and regular feedback from the instructor are clearly stated (questions, email, assignments).                                                                                                                                         |  |  |  |  |  |  |
| 39.            | Expectations for interaction are clearly stated (netiquette, grade weighting, models/examples, and timing and frequency of contributions).                                                                                                                   |  |  |  |  |  |  |
| 40.            | Learners have an opportunity to get to know the instructor.                                                                                                                                                                                                  |  |  |  |  |  |  |
| 41.            | Course contains resources or activities intended to build a sense of class community, support open communication, and establish trust (at least one of the following - Ice-breaker, Bulletin Board, Meet Your Classmates, Ask a Question discussion forums). |  |  |  |  |  |  |
| 42.            | Course offers opportunities for learner to learner interaction and constructive collaboration.                                                                                                                                                               |  |  |  |  |  |  |
| 43.            | Learners are encouraged to share resources and inject knowledge from diverse sources of information in their course interactions.                                                                                                                            |  |  |  |  |  |  |



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# OLC QUALITY SCORECARD SUITE

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### 6. ASSESSMENT AND FEEDBACK

|     |                                                                                                                                                                              |  |  |  |  |  |  |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|--|--|
| 44. | Course grading policies, including consequences of late submissions, are clearly stated in the course information area or syllabus.                                          |  |  |  |  |  |  |
| 45. | Course includes frequent and appropriate methods to assess learners' mastery of content.                                                                                     |  |  |  |  |  |  |
| 46. | Criteria for the assessment of a graded assignment are clearly articulated (rubrics, exemplary work).                                                                        |  |  |  |  |  |  |
| 47. | Learners have opportunities to review their performance and assess their own learning throughout the course (pre-tests, automated self-tests, reflective assignments, etc.). |  |  |  |  |  |  |
| 48. | Learners are informed when a timed response is required. Proper lead time is provided to ensure there is an opportunity to prepare an accommodation.                         |  |  |  |  |  |  |
| 49. | Learners have easy access to a well designed and up-to-date gradebook.                                                                                                       |  |  |  |  |  |  |
| 50. | Learners have multiple opportunities to provide descriptive feedback on course design, course content, course experience, and ease of online technology.                     |  |  |  |  |  |  |

### OVERALL FEEDBACK



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